Multi-Tiered System of Supports:

Maximizing Student Outcomes through the Integration of

*Academic and Behavior Instruction/Intervention*

Bradford County School District

Revised 10/14/2014
BRADFORD COUNTY SCHOOL DISTRICT
MTSS DISTRICT PLAN

MULTI-TIERED SYSTEM OF SUPPORT (MTSS) is the opposite of the child study process of the past. MTSS is about problem solving, not pre-referral for staffing into Exceptional Student Education programs. It is an early intervention and prevention process that utilizes school Student Success Teams to find solutions to a student’s lack of response to the core curriculum or behavioral expectations. The goal is identification and implementation of interventions over a period of time that will increase student success.

If test scores or meeting external mandates are not the primary purposes for creating MTSS, then what should compel our efforts? The answer to this question lies in why we joined this profession in the first place – to help children. There is no more powerful engine for change than a group of educators who have collectively taken responsibility for their students’ success. Our work must be driven by the knowledge that our collaborative efforts will determine the lifelong success or life-ending failure of our students. Building MTSS should not be a program to raise student test scores, but rather a process to realize children’s hopes and dreams; it should not be a way to meet state mandates, but a means to serve humanity. Once we understand the urgency of our work and embrace this noble cause as our fundamental purpose, how could we possibly allow any child to fail?

THE PROBLEM SOLVING PROCESS –

- DEFINE THE PROBLEM – *What is the problem?* (Determine discrepancy between what’s expected and what’s occurring).
  - Determine if a problem exists
  - Identify areas of concern
  - List problem behaviors
  - Prioritize the primary area of concern to address first
  - Define the problem (in observable and measurable terms)
  - What is the child currently doing?
  - What is the expected level of performance (teacher expectation, replacement behavior)?
  - What standard was utilized (peer comparison, curriculum, teacher, policy, etc.)?

- PROBLEM ANALYSIS – *Why is it happening?* (Use data to determine why discrepancy is occurring)
  - Why is the problem occurring?
  - Skill deficit vs. performance deficit?
  - Are there times when the problem is more or less likely to occur?
  - Consider various influencing factors (child, instructional, educational environment, peer, familial)

- DEVELOP A PLAN – *What will we do?*
  - What is the goal (what level of performance is expected by what date)?
  - Write the goal, specifying the desired behavior, measurement conditions, criterion for success
  - What is the intervention plan (accommodations/modifications, motivation, strategies to teach behavior)?
  - What is the action plan to monitor progress?
IMPLEMENT THE PLAN – How do we support the plan?

- **Who?** – Teacher, support personnel, facilitator, etc.
- **What?** – Is material different from basal text? What specifically is the new material, methodology? Intervention must be research based and implemented with fidelity
- **Where?** – In classroom? Different setting? Specificity is required
- **When?** – Time of day? How long – 6 weeks, 8 weeks?
- **Frequency?** – How often?

EVALUATE – How will we know it is working?

Ongoing assessment of data is needed to determine effectiveness of the plan:

- Review goals and objectives, through use of graphs to show gap analysis
- Graphing - Plot student data – requires a minimum of 5 data points to determine progress of the student (See Appendix B – Progress Monitoring Graph)
- Answer the following questions:
  - Did the team identify all of the objectives and assign meaningful goals?
  - Did the student meet/exceed the goals and objectives?
  - Was the student successful?
  - When will we meet again to evaluate progress?

GUIDING PRINCIPLES

The Student Success Team is vastly different from the child study team in that the child study team historically has been used in a pre-referral and referral process for Exceptional Student Education (ESE). The MTSS process is an *early intervention and prevention* process with the goal being to eliminate the future need for ESE services for the child by intervening before a gap in academic achievement becomes too great. MTSSI is about prevention and early support, it is not a retooling of the pre-referral/child study team process.

MTSS is comprised of core principles that represent recommended MTSS practices (Mellard, 2003). These principles represent systems that must be in place to ensure effective implementation of MTSS systems and establish a framework to guide and define the practice.

1. **Use scientific, research-based interventions/instruction.** The critical element of MTSS systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.

2. **Monitor classroom performance.** General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students’ performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or district-wide assessments. **DECISION POINTS:** Graphable data determined during the times the team meets to review the progress of the measurable objectives. (Use Grade or Student Success Team meeting forms: APPENDIX D, E, F, L). A minimum of 5 graphed data points are required for a decision on Response to Intervention; example seen in APPENDIX B. Student Success Team members required as seen in APPENDIX C – Roles of MTSS Team Members. Documentation of intervention activities and results required through forms in APPENDIX H, I, J, K.
The data collected during TIER I progress monitoring of ‘at-risk’ students helps teams make informed decisions at the classroom and grade group level. This data provides a picture of the students’ performance and rate of growth (i.e., progress) to inform instructional and curricular changes so that every student reaches proficiency on targeted skills. Students who do not reach a proficiency level at TIER I will need more strategic interventions. Schools shall implement an **early warning system** to identify students who need additional support to improve academic performance and stay engaged in school. The early warning system must include a process to monitor the following early warning signs:

- **Attendance** below 90 percent, regardless of whether absence is excused, unexcused or as a result of out-of-school suspension: 15 or more unexcused absences the prior year, absent 5 days per 9-weeks or any 45 day period, contact any who miss two consecutive days,
- One or more **suspensions**, whether in school or out of school, and two or more **referrals**
- **Course failure** (including Ds) in English Language Arts or mathematics,
- A **Level 1** score on the statewide, standardized assessments in English Language Arts or mathematics. Also track those scoring level 2.

When a student exhibits two or more early warning indicators a school-based MTSS team formed for the purpose of implementing the requirements of this paragraph shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days’ written notice of the meeting to the student’s parent, indicating the meeting’s purpose, time, and location, and provide the parent the opportunity to participate.

The decision to advance to **TIER II** is based upon an analysis of the progress monitoring data and a determination of a lack of progress at TIER I. **Lack of progress** is defined as the rate of improvement, that is not sufficient for the student to become proficient with state standards by the end of the school year without provision of additional interventions. This is why accurate data collection and graphing is essential to track the rate of a student’s progress. A holistic approach is needed when determining possible causes of the failure to progress such as medical conditions, family crisis, or other traumatic life changes that may impact the student’s classroom performance. If these events are short-term, the team may decide to keep the student in TIER I and provide other supports to address the immediate needs of the student. In very rare cases, some students are significantly below TIER I and TIER II peers, indicating a need for **TIER III** intensity in order for the student to make progress. The Student Success Team will make this determination when reviewing the student’s individual needs.

3. **Conduct universal screening/benchmarking.** School staff conduct universal screening in all core academic areas. Screening data on all students can provide an indication of an individual student’s performance and progress compared to the peer group’s performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within a MTSS system and helps educators and parents identify students early who might be “at-risk.” Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students “at risk.”

4. **Use a multi-tier model of service delivery.** A MTSS approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. The School Board of Bradford County has adopted a three-tier approach.

In a MTSS system, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in TIER I (with the exception of profoundly disabled students). Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier. See **Appendix A** for an overview.
The THREE-TIER Model below illustrates layers of instruction that can be provided to students according to their individual needs. TIER I represents the largest group of students, approximately 80-90%, who are performing adequately with the core curriculum. TIER II comprises a smaller group of students, typically 5-10% of the student population, who are chosen based on a lack of response to interventions at TIER I. These students will need strategic interventions to raise their achievement to proficiency. TIER III contains the fewest number of students, usually 1-5%. These students will need intensive interventions if their learning is to be appropriately supported.

THREE-TIER Model of School Supports

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<thead>
<tr>
<th>ACADEMIC SYSTEMS</th>
<th>BEHAVIORAL SYSTEMS</th>
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<tbody>
<tr>
<td><strong>Intensive Interventions</strong>&lt;br&gt;- Individual Students&lt;br&gt;- Targeted assessment-based&lt;br&gt;- Progress monitoring increases to once a week</td>
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<td><strong>Strategic Interventions</strong>&lt;br&gt;- Some at-risk students&lt;br&gt;- High efficiency progress&lt;br&gt;- Monitoring increases to twice per month</td>
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<td><strong>Core Interventions</strong>&lt;br&gt;- All subjects, all students&lt;br&gt;- Preventative, proactive&lt;br&gt;- All students 'Benchmarked' at least 3 times per year on core academic skills</td>
<td><strong>Core Interventions</strong>&lt;br&gt;- All subjects, all students&lt;br&gt;- Preventative, proactive (PBS)&lt;br&gt;- All students 'Benchmarked' at least 3 times per year on core academic skills</td>
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5. **Monitor Progress Frequently.** In order to determine if the intervention is working for a student, the Student Success Team must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the Student Success Team whether changes in the instruction or goals are needed. Informed decisions about students’ needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students’ progress. **COMMUNICATION WITH OTHER TIERS:** School personnel share scope and sequence of TIER I instruction, student progress, information about upcoming lessons to help facilitate pre-teaching, and establish common vocabulary to avoid confusion, discrepancies and inconsistencies. Weekly communication and use of lesson plans, curriculum maps, and/or focus skill calendar is required. **Parent communication is required at all levels (APPENDIX J, K, O).**

6. **Implement with Fidelity.** Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through adequate time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful MTSS systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g., Principal’s Walk Through). Classroom walkthroughs and review of lesson plan book for documentation will be conducted by district staff and school administration. Check specifically that explicit & differentiated instruction, discipline plan/positive behavior support implementation and appropriate documentation, is included in lesson plan books.
SCENARIO ONE – TIER I INTERVENTIONS

Mrs. T has no TIER II or III students; however, she routinely monitors her class using Curriculum Based Measures to be sure her students comprehend what she is trying to teach them. After teaching a social studies lesson to her third grade class, Mrs. T administers a quick, short test to check for understanding. Since more than 80% of her students demonstrate mastery on the test, she knows her instruction is effective. However, three students do not demonstrate mastery. One student is ELL, one has ADHD, and the other has no particular difference in her profile. She decides to move the student with ADHD to a less distracting location where she can more easily redirect him to focus during her instruction. She also adds a component to her lessons to pre-teach keyword vocabulary for new concepts. After her next several lessons, she administers another test and finds that all three students have shown adequate progress. Her TIER I interventions appear to have been successful, so she continues them, probing throughout the year to be sure the interventions remain successful.

SCENARIO TWO – TIER I INTERVENTIONS

The next year, Mrs. T has two students in her classroom who receive TIER II services, which includes extra reading instruction. She also has an ELL student who passed the DIBELS screening and is in TIER I, but sometimes struggles with comprehension. She routinely incorporates pre-teaching keyword vocabulary intervention into all of her lessons, which she found to be helpful to all of her students last year. Additionally, since she knows her TIER II students read slowly and sometimes struggle with comprehension, she assigns a peer partner to work with them during seatwork time (This is an accommodation, NOT an intervention). Her CBM probes demonstrate that these strategies are beneficial for all of her students, including the TIER II readers. If not, she would attempt different strategies, perhaps in consultation with the reading specialist who teaches her TIER II students.

BEHAVIOR

IDEA 2004 discusses the use of MTSS in relation to the identification and support for students with possible specific learning disabilities. However, there is another dimension that stems from the common observation that many students struggle academically and exhibit problem behaviors. There are a variety of reasons why students misbehave. Some students will misbehave because they “won’t do it,” or because they try and “can’t do it.” Regardless, the fact remains that behavior and academic success are closely linked and need to be addressed simultaneously or in a concerted effort.

In a MTSS approach to behavior, systematically collected behavioral data (e.g., observations, office referral patterns, ratings, etc.) provides a basis for making decisions on behavior supports. A student who displays challenging behavior should be assessed, just as the student would if an academic concern was raised. Based on the results, staff uses evidence-based practices to support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life. Additional evidence of efficacy is indicated by studies with a statistically significant positive effect, which is a positive effect sustained for at least one year post intervention, and replication of the effect in one or more settings and/or populations. Many evidence-based behavioral interventions should be considered such as: methods based on applied behavior analysis (e.g., reinforcement); social learning (e.g., teaching expected behaviors through modeling and role playing); and cognitive behavioral methods to teach “thinking skills,” (e.g., problem solving, impulse control, or anger management, etc.).

IDEA 2004 did not change the criteria required to establish an emotional behavioral disorder (EBD). However, an evaluation group may include MTSS data when considering whether a student has a disability that meets EBD criteria. The mirrored multi-tiered structure depicted on page 4 allows schools to evaluate and intervene for both behavior and academics (Sprague, 2006). The universal screening that applies to behavior at TIER I suggests that schools have effective positive behavioral systems in place. Despite this, there will be some students that will need additional strategic and/or intensive behavioral interventions. Information on school-wide behavioral interventions can be found in the resources section labeled APPENDIX P.
SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Positive Behavioral Support (PBS) consists of a set of clear expectations for behavior, consistent reward and incentive programs, data based decision making, and faculty support. PBS can be incorporated into the MTSS model on all levels.

School-wide PBS strategies are aligned with TIER I interventions. Classroom interventions are compatible with TIER I and II interventions, making use of school-wide strategies with classroom lesson plans. Interventions for targeted groups are associated with TIER II and include small groups of students from many classrooms aiming toward the same behavioral goal. TIER III includes Individual Interventions which are considered critical. Individual student plans can include steps such as Behavior Intervention Plan (BIP) and Functional Behavior Assessment (FBA).

School-wide PBS targets the entire school population by mapping out procedures and processes through a set of behavioral expectations for an entire school. These expectations are taught to staff and students and highlighted through all school activities. The expectations are made into a variety of visual reminders throughout the school. Staff members regularly teach and refer to the expectations when dealing with all students.

A variety of data is collected with the goal of identifying students who need support at various levels. Office Discipline Referral (ODR) data can be analyzed to identify types of discipline problems, settings, and chronic offenders. Teacher rating scales, checklists, and school-wide data, such as reasons for ESE referrals for behavior issues, can be studied to identify the levels of TIER I support needed. Once data is compiled, an analysis can yield information on which types of interventions are needed. If data shows that problems are occurring more often in a particular classroom, then interventions can be targeted to that classroom.

PBS strategies range from providing rewards and incentives for students who follow school-wide expectations to implementing effective social skills lessons with students needing higher tiers of support. A school-based team can work together to collect data and design interventions which may prevent referrals to more specialized programs (ESE).

Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Data must be regularly collected and analyzed to determine if interventions are successful. Movement between the tiers is dependent on success or lack of success which determines the need for more intensive interventions.

TIER I

In the MTSS framework, all students in TIER I receive high quality, scientific, research-based, instruction from general education teachers in the core curriculum. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. TIER I instruction occurs in the general education setting, with teachers giving special attention to the needs of the student, through differentiated instruction. Instruction at TIER I includes all developmental domains such as behavioral and social development along with instruction in academic content areas. TIER I instruction must be both differentiated and culturally responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students. At this phase, general education teachers match students’ prerequisite skills with course content to create an appropriate instructional match and use research-based instructional strategies with fidelity.
# ELEMENTARY - ACADEMIC

## TIER I

| STRATEGIES | EXCEL/CIM - Explicit Teaching, Differentiated Instruction, Progress Monitoring  
FRI - Florida Reading Initiative Strategies  
K-12 Reading Plan  
SUMS |
|-----------|-------------------------------------------------|
| FREQUENCY | Reading – 90 minute block. Weekly differentiated instruction required to be shown on lesson plans.  
Math – 50 minutes minimum required. Weekly differentiated instruction required to be shown on lesson plans. |
| FOCUS | Core instructional program |
| FORMAT OF LESSON | Reading – 30-40 minutes instruction based on adopted core program followed by 50-60 minutes differentiated instruction. Core program assessment drives differentiated instruction based on student need (intervene, reinforce, and enrich).  
Math – Core instruction followed by differentiated instruction. Core program assessment drives differentiated instruction based on student need (intervene, reinforce, and enrich). |
| SIZE | Whole group core instruction and small group differentiated instruction |
| WHO | Classroom teacher, possibly with support staff in the classroom during differentiation |
| DATA | Universal Screenings:  
Determine Effectiveness of Core Instruction  
Florida Assessment for Instruction in Reading (FAIR)  
Progress Monitoring – Performance Matters  
EXCEL/CIM - Mini Assessments, Focus Skill Assessments  
Classroom Assessment – Accuracy and Completeness of Assignments, Fluency, Curriculum Based Assessment (CBA)  
Supplemental Data – STAR, iReady  
Attendance – Lack of instruction due to nonattendance must be solved before an instructional need can be identified and consideration for TIER II/III can begin. |

## ELEMENTARY/SECONDARY - BEHAVIOR

## TIER I

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>Positive Behavior Support, School-wide expectations and rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREQUENCY</td>
<td>Daily review of appropriate behavior and lessons 2-3 days a week (Examples: Character Education Plan, Making Meaning, PBS, Champs)</td>
</tr>
<tr>
<td>FOCUS</td>
<td>Instruction for social skills development and positive behavior reinforcement. Schools must have a proactive school wide discipline plan that includes positive reinforcement. Define teacher responsibility vs. administrative responsibilities. Includes a plan for teaching expected school behaviors; integrate into PE, or other designated time. Preventive interventions to support positive school outcomes.</td>
</tr>
<tr>
<td>SIZE</td>
<td>Whole group or small group</td>
</tr>
<tr>
<td>WHO</td>
<td>All school staff</td>
</tr>
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</table>
| DATA | Academic Data – Universal and Progress Monitoring 3 times per year  
Attendance – Lack of instruction due to nonattendance must be solved before an instructional need can be identified and consideration for TIER II/III can begin. |
SECONDARY – ACADEMIC

<table>
<thead>
<tr>
<th>TIER I</th>
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| STRATEGIES | EXCEL/CIM - Explicit Teaching, Differentiated Instruction, Progress Monitoring
FRI - Florida Reading Initiative Strategies
FCRR
K-12 Reading Plan
Flexible Schedule |
| FREQUENCY | Daily |
| FOCUS | Core Courses |
| FORMAT OF LESSON | Whole groups and differentiated small groups as needed weekly |
| SIZE | Whole group with small groups |
| WHO | Classroom teacher, possibly with support staff in the classroom during differentiation |

DATA

Universal Screenings: Determine effectiveness of core instruction
Florida Assessment for Instruction in Reading (FAIR)
Progress monitoring - ThinkLink
EXCEL/CIM - Mini Assessments, Focus Skill Assessments
Classroom Assessment – Accuracy and Completeness of Assignments, Fluency
Supplemental Data – Examples: Scholastic Reads and TABE
Attendance – Lack of instruction due to nonattendance must be solved before an instructional need can be identified and consideration for TIER II/III can begin.

TIER II

Strategic Interventions are intended to be short-term and are put in place for immediate implementation; however, students may remain in Tier II for as long as they are making reasonable progress. While no specific time frame is mandated, interventions need to be in place for a period long enough to accumulate streams of meaningful data. This will allow the teams to make informed and well considered decisions. Interventions are generally provided in smaller groups; they may occur in the main classroom or in other settings. Support personnel for students at this tier can include ESE, Title I and other trained staff. Instruction must be provided by trained staff and supervised by individuals with expertise in the intervention chosen by the MTSS Team.

ASSESSMENT CLARIFICATION STATEMENT:

For EXCEL/CIM the weekly 30 minute focus skill/benchmark intervention should not be considered a complete TIER II intervention. Students in TIER II may have additional specific needs (such as: phonics, fluency, vocabulary, or comprehension) which need to be addressed on a longer term with direct instruction and progress monitoring. Student needs should be addressed on an individual basis.

ELEMENTARY - ACADEMIC

<table>
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<tr>
<th>TIER II</th>
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| STRATEGIES | EXCEL/CIM - Explicit Teaching, Differentiated Instruction,
FRI - Florida Reading Initiative Strategies
K-12 Reading Plan |
| FREQUENCY | Reading – Additional 20-30 minutes of instruction daily.
Math – Additional 15-30 minutes, 2-3 days per week. |
Progress monitoring 2 times per month.

**FOCUS**
Must be specific skills instruction determined by the data. **Instruction cannot be random.**

**FORMAT OF LESSON**
Must increase intensity of instruction to include explicit, scaffold systematic instruction. **May not use any activity or program that does not include the explicit, systematic instruction (i.e. Great Leaps, without direct instruction and graphing, Success Maker, STAR).** Teacher provides modeling, guided practice with corrective feedback. Instructional routine should be consistent from lesson to lesson.

**SIZE**
Reading – approximately seven students per group.
Math – approximately of seven students per group.

**WHO**
Classroom teacher, trained staff, preferably highly qualified instructional staff

**DATA**
Data that is specifically gathered to monitor progress in the identified area of need, progress monitoring, diagnostic testing & curriculum based assessments.

**ATTENDANCE** – Lack of instruction due to nonattendance must be solved before an instructional need can be identified and consideration for TIER II/III can begin.

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**NOTE: Data and documentation are crucial – “If it is not documented, it didn’t happen!”**

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**ELEMENTARY - BEHAVIOR**

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<tr>
<td><strong>FREQUENCY</strong></td>
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<tr>
<td><strong>FOCUS</strong></td>
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<tr>
<td><strong>FORMAT OF LESSON</strong></td>
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<td><strong>SIZE</strong></td>
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<td><strong>WHO</strong></td>
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<tr>
<td><strong>DATA</strong></td>
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**ATTENDANCE** – Lack of instruction due to nonattendance must be solved before an instructional need can be identified and consideration for TIER II/III can begin.

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There is a clear difference between **accommodations** and **an intervention**.

**Accommodations** provide support of a need, such as extended time, reduction of work assigned, check-in/check-out, preferential seating, etc. Whereas, **an intervention** is direct, explicit instruction of a specified skill to an identified need.
### SECONDARY - ACADEMIC

| STRATEGIES | EXCEL/CIM - Explicit Teaching, Differentiated Instruction, Progress Monitoring  
|            | FRI - Florida Reading Initiative Strategies  
|            | K-12 Reading Plan |
| FREQUENCY  | 1 period or block daily  
|            | Reading - Intensive Language Arts, CAR-PD classes  
|            | Core Course with Content Area Reading by properly certified teacher  
|            | Math – Additional in-class support personnel/scheduling |
| FOCUS      | Sustained intensive scientifically based instruction in curriculum that is highly responsive to student needs using carefully designed and implemented explicit systematic instruction. |
| FORMAT OF LESSON | Differentiated small group as needed daily with increased systematic instruction & practice |
| SIZE       | Whole & small groups – maximum of 7 |
| WHO        | Classroom teacher, possibly with support staff in the classroom during differentiation |
| DATA       | Data that is specifically gathered to monitor progress in the identified area of need, Scholastic Reading Inventory (SRI), diagnostic testing, curriculum based assessments. |

**Attention** – Lack of instruction due to nonattendance must be solved before an instructional need can be identified and consideration for TIER II/III can begin.

### SECONDARY - BEHAVIOR

| STRATEGIES | Redirect, role-play, model correct behavior, check-in, implement BIP, counseling |
| FREQUENCY  | Additional time weekly as needed in addition to TIER I. |
| FOCUS      | Must be specific behavior/emotional support based on need as determined by the data. Intervention cannot be random. |
| FORMAT OF LESSON | Small group counseling may be provided based on identified needs of students at a minimum of two times a month. Other supplemental strategies to be used in addition to counseling: small group activities, mentoring, check-in/check-out behavior monitoring, implementation of daily behavior modification plan, etc. |
| SIZE       | 2-5 for groups |
| WHO        | Trained staff, Behavior Resource Teacher, Guidance Counselor |
| DATA       | Office discipline referral, anecdotal record, observations, RTI:B, Teacher referral,  
|            | **Attention** – Lack of instruction due to nonattendance must be solved before an instructional need can be identified and consideration for TIER II/III can begin. |
TIER III  (Screenings require parent permission)

Intensive Interventions at TIER III are designed to accelerate a student’s rate of learning. This is done by increasing the frequency and duration of individualized interventions based on targeted assessments that analyze the lack of responsiveness to the interventions provided at TIER I and TIER II. Intensive interventions at TIER III are in addition to core (TIER I) and strategic (TIER II) interventions and are targeted to specific individual student needs. Students at TIER III are those students who are performing significantly below standards and who have not adequately responded to high quality interventions provided at TIER I and TIER II. Student Success Team uses data to determine placement in TIER III based on the need for increased intensity and frequency of intervention.

ELEMENTARY - ACADEMIC

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<tr>
<td>STRATEGIES Identify individualized intensive instruction based on student’s specific needs</td>
</tr>
<tr>
<td>FREQUENCY 15-30 minutes, three – five days a week in addition to TIER I and TIER II requirements. Weekly progress monitoring.</td>
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<td>FOCUS Narrowed attention based on diagnostic data</td>
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<tr>
<td>FORMAT OF LESSON Highly increased systematic, explicit instruction and practice increased intensity.</td>
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<td>SIZE 3 or less students</td>
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<tr>
<td>WHO Certified Instructional Staff only: Resource Teachers, ESE Teachers, Classroom Teachers.</td>
</tr>
<tr>
<td>DATA Data that is specifically gathered to monitor progress in the identified area of need. Attendance – Lack of instruction due to nonattendance must be solved before an instructional need can be identified and consideration for TIER II/III can begin.</td>
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<tr>
<td>STRATEGIES Identify individualized intensive instruction based on student’s specific needs. Review, adjust and implement BIP.</td>
</tr>
<tr>
<td>FREQUENCY Ongoing and based on student needs in addition to TIER I &amp; TIER II requirements. Weekly progress monitoring.</td>
</tr>
<tr>
<td>FOCUS Collect data, complete the Functional Behavior Assessment and develop Behavior Intervention Plan. At ALL grade levels small group counseling must be provided by guidance counselors or behavior resource teachers based on identified needs of students a minimum of three – four times a month.</td>
</tr>
<tr>
<td>FORMAT OF LESSON Clear intervention goals that address problem behavior, appropriate behavior and lifestyle issues.</td>
</tr>
<tr>
<td>SIZE 3 or less students</td>
</tr>
<tr>
<td>WHO Team of support staff based on the Behavior Intervention Plan, Behavior Resource Teacher, Guidance Counselor, ESE Teacher</td>
</tr>
<tr>
<td>DATA Classroom observations, office discipline referrals, anecdotal records, and teacher ratings. Counseling sessions must be documented on a log with dates.</td>
</tr>
</tbody>
</table>
### SECONDARY - ACADEMIC

<table>
<thead>
<tr>
<th>TIER III</th>
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</thead>
<tbody>
<tr>
<td>STRATEGIES</td>
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<tr>
<td>FREQUENCY</td>
</tr>
<tr>
<td>FOCUS</td>
</tr>
<tr>
<td>FORMAT OF LESSON</td>
</tr>
<tr>
<td>SIZE</td>
</tr>
<tr>
<td>WHO</td>
</tr>
<tr>
<td>DATA</td>
</tr>
</tbody>
</table>

### SECONDARY - BEHAVIOR

<table>
<thead>
<tr>
<th>TIER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGIES</td>
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<tr>
<td>FREQUENCY</td>
</tr>
<tr>
<td>FOCUS</td>
</tr>
<tr>
<td>FORMAT OF LESSON</td>
</tr>
<tr>
<td>SIZE</td>
</tr>
<tr>
<td>WHO</td>
</tr>
<tr>
<td>DATA</td>
</tr>
</tbody>
</table>
APPENDIX INDEX

APPENDIX A – MTSSS Flow Chart
APPENDIX B – Sample Progress Monitoring Graph (PDF)
APPENDIX C – Roles of MTSSS Members
APPENDIX D – SST Documentation Tracking Sheet
APPENDIX E – MTSSS Meeting Ground Rules
APPENDIX F – Grade Level Team Meeting Notes
APPENDIX G – MTSSS – TIER I GLT Data Summary
APPENDIX H – Intervention Documentation Worksheet - Group
APPENDIX H2 – Intervention Documentation Worksheet - Individual
APPENDIX I – Problem Solving MTSSS Worksheet
APPENDIX J – Documentation of Parent Conference/Contacts
APPENDIX K – Parent Notification and Invitation Letter
APPENDIX L – MTSSS Record Review
APPENDIX M – Observation Form
APPENDIX M2 – Classroom Observation Record
APPENDIX N – MTSSS Fidelity Observation Form
APPENDIX O – MTSSS Brochure
APPENDIX P – References and Resources
TIER I
- Research-based core curriculum – Academic & Behavior
- Small group instruction
- Includes all students
- Universal Screening (FAIR, ODR’s, ThinkLink Class/BDR) 3 times yearly

If <80% are at or near benchmark, Grade Level Team reviews and evaluates effectiveness of core curriculum and fidelity of instructional practices. If >80%, proceed to review of individual at-risk students.

If student is at or near benchmarks continue with TIER I instruction.

Grade Level Team (GLT) Reviews
- If the student is falling short of grade level benchmarks, the Grade Level Team meets to conduct a comprehensive review and discuss differentiation strategies.
- Grade Level Team considers the need for Strategic TIER II interventions.
- Notify parent using Parent Information Letter and include RtI brochure.

TIER II
- Strategic Interventions
- Research based supplemental curriculum in addition to core
- Additional small group instruction
- Targeted to skill deficits
- Progress monitoring two times each month (every other week)
- Ongoing parent communication regarding progress

If adequate progress towards meeting benchmarks, GLT may decide to continue interventions or return student back to TIER I.

If rate of learning is slow or inadequate to reach benchmarks, SST will determine if new intervention and/or increased intensity is needed.

Decision Point: Continue TIER II or move to TIER III after a minimum of 5 data points.

TIER III
- Intensive Interventions
- Increased time and/or intensity
- Adjusted group sizes
- Individually designed program based on results of TIER II monitoring
- Weekly progress monitoring
- Ongoing parent communication regarding progress
- Screenings as needed
- Diagnostic Assessments as needed

Grade Level Team considers the need for Strategic TIER II interventions.

SST reviews progress data. If adequate progress towards meeting benchmarks, SST may decide to continue interventions or return student to TIER I or II.

SST reviews progress data. If all available interventions are unsuccessful (i.e., student will not meet benchmark at present rate of learning) OR intensity of instruction cannot be sustained indefinitely; consider referral to Comprehensive Evaluation Team.

Comprehensive Evaluation Team will review collected data to consider if student in need of ESE referral.
Appendix B - Sample Progress Monitoring Graph

Progress Monitoring Graph

Student: Jane Doe
Grade: 4
School: Mudgie Elementary
Teacher: Jane Smith

- Baseline
- Weekly Goal
- Trendline
- Avg. Expected Growth

Correct Words Per Minute (CWPM)
<table>
<thead>
<tr>
<th>CLASSROOM TEACHER</th>
<th>READING OR MATH COACH/CURRICULUM SPECIALIST</th>
<th>SPEECH-LANGUAGE PATHOLOGIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Keep ongoing progress monitoring notes in an MTSS folder (DIBELS, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing</td>
<td>• Facilitate Student Success Team meetings</td>
<td>• Attend SST meetings for some TIER II &amp; TIER II students as needed</td>
</tr>
<tr>
<td>• Attend Grade Level Team and Student Success Team meetings to collaborate on &amp; monitor students who are struggling</td>
<td>• Train teachers in interventions, progress monitoring, differentiated instruction</td>
<td>• Completes Communication Skills screening for students unsuccessful with TIER II interventions</td>
</tr>
<tr>
<td>• Implement interventions designed by GLT or SST for students in TIER II &amp; III</td>
<td>• Oversee implementation of TIER II &amp; III interventions</td>
<td>• Assist with TIER II &amp; III interventions through collaboration, training, and/or direct student contact</td>
</tr>
<tr>
<td>• Deliver instructional interventions with fidelity</td>
<td>• Keep SST notes &amp; anecdotes of interventions implemented</td>
<td>• Incorporate MTSS data when guiding a possible Speech/Language referral &amp; when making eligibility decisions</td>
</tr>
<tr>
<td>• Maintain log of homeroom students involved in the MTSS process</td>
<td>• Administer screenings</td>
<td>• Collect school-wide data for team to use in determining at-risk students</td>
</tr>
<tr>
<td>• Notify/contact parent when child is not responding, starting at TIER I and ongoing</td>
<td>• Collect school-wide data for team to use in determining at-risk students</td>
<td>• Maintain log of all students involved in the MTSS process</td>
</tr>
<tr>
<td>• Facilitate Student Success Team meetings</td>
<td>• Attend SST Meetings for students not responding in TIER II and all TIER III.</td>
<td>• Attend SST meetings on all students in TIER III</td>
</tr>
<tr>
<td>• Provide or coordinate valuable and continuous professional development</td>
<td>• Schedule and attend TIER II-III SST parent meetings</td>
<td>• Monitor data collection process for fidelity</td>
</tr>
<tr>
<td>• Assign basic paraprofessionals to support MTSS implementation when possible</td>
<td>• Send parent invites</td>
<td>• Review &amp; interpret progress monitoring data</td>
</tr>
<tr>
<td>• Attend SST meetings to be active in the MTSS change process</td>
<td>• Collect completed MTSS forms for at-risk TIER III students</td>
<td>• Collaborate with SST on effective instruction &amp; specific interventions</td>
</tr>
<tr>
<td>• Conduct Classroom Walk-Throughs to monitor fidelity</td>
<td>• Log receipt of forms</td>
<td>• Incorporate MTSS data when guiding a possible ESE referral &amp; when making eligibility decisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRINCIPAL/ASSISTANT PRINCIPAL</th>
<th>GUIDANCE COUNSELOR</th>
<th>SCHOOL PSYCHOLOGIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitate implementation of MTSS in your building</td>
<td>• Attend SST Meetings for students not responding in TIER II and all TIER III.</td>
<td>• Attend SST meetings on all students in TIER III</td>
</tr>
<tr>
<td>• Provide or coordinate valuable and continuous professional development</td>
<td>• Schedule and attend TIER II-III SST parent meetings</td>
<td>• Monitor data collection process for fidelity</td>
</tr>
<tr>
<td>• Assign basic paraprofessionals to support MTSS implementation when possible</td>
<td>• Send parent invites</td>
<td>• Review &amp; interpret progress monitoring data</td>
</tr>
<tr>
<td>• Attend SST meetings to be active in the MTSS change process</td>
<td>• Collect completed MTSS forms for at-risk TIER III students</td>
<td>• Collaborate with SST on effective instruction &amp; specific interventions</td>
</tr>
<tr>
<td>• Conduct Classroom Walk-Throughs to monitor fidelity</td>
<td>• Log receipt of forms</td>
<td>• Incorporate MTSS data when guiding a possible ESE referral &amp; when making eligibility decisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESE TEACHER/STAFFING SPECIALIST/RELATED SERVICES</th>
<th>SPECIALIST (BEHAVIOR, OT, PT, ASD)</th>
<th>ESOL/ELL REPRESENTATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consult with SST regarding TIER II-III interventions</td>
<td>• Consult with Student Success Team at TIER IIB-III, as needed</td>
<td>• Attend all SST meetings for identified ELL students, advising and completing LEP paperwork</td>
</tr>
<tr>
<td>• Incorporate MTSS data when making eligibility decisions</td>
<td>• Provide staff trainings</td>
<td>• Conduct language screenings and assessments</td>
</tr>
<tr>
<td>• Support interventions at TIER IIB-III</td>
<td></td>
<td>• Provide ELL interventions at all TIERS as needed</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOR RESOURCE TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attend GLT and SST meetings as needed</td>
</tr>
<tr>
<td>• Assist with TIER II/III interventions</td>
</tr>
<tr>
<td>• Provide staff with RtI:B data</td>
</tr>
<tr>
<td>• Review school-wide expectations periodically with staff</td>
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</tbody>
</table>

APPENDIX C – Roles of MTSS Members
**Bradford County School District**  
**Student Success Team Documentation Tracking Sheet**

<table>
<thead>
<tr>
<th>TIER I</th>
<th>Procedure</th>
<th>Forms Needed – APPENDIX LETTER</th>
<th>Date Complete</th>
<th>Completed by:</th>
</tr>
</thead>
</table>
| *Grade Level Team reviews class data  
*Student's achievement in the core curriculum has been reviewed and reflects a gap from his/her peers.  
Contact Parent and tell them that the MTSS Brochure will be sent home via student.  
Document date. | Tier I Data Summary Form - G  
Documentation of Parent Contact/Conference Form – J & Brochure - O | | | |

<table>
<thead>
<tr>
<th>TIER II</th>
<th>Procedure</th>
<th>Forms Needed – APPENDIX LETTER</th>
<th>Date Complete</th>
<th>Completed by:</th>
</tr>
</thead>
</table>
| GLT Meeting #1 (Level IIA Students) Based on CIM progress monitoring results. Interventionist completes form.  
If gap continues, classroom teacher completes form while collaborating with interventionists. Allow 10 school days between each progress monitoring assessment.  
Parent Conference #2 – Get Parent Consent for Screening  
SST/GLT Meeting #2 (Level IIB Students) – review effectiveness of interventions. If student responds, continue interventions and monitor. If student has made limited or no progress, modify the time or focus of the intervention.  
Parent Conference #3 -  
SST Meeting #3 – review effectiveness of interventions (graphed data). If student is progressing, continue interventions and monitor or fade back to Tier I and monitor. If student is not responding to intervention, return to the decision-making process and move to Tier III interventions. Do observation #1. | Intervention Tracking Form - H/H2  
Problem Solving Worksheet Form - I  
Documentation of Parent Conference - J  
Notification and Invitation Form - K | | | |

<table>
<thead>
<tr>
<th>TIER III</th>
<th>Procedure</th>
<th>Forms Needed – APPENDIX LETTER</th>
<th>Date Complete</th>
<th>Completed by:</th>
</tr>
</thead>
</table>
| Design Tier III interventions. Allow 5 school days between each progress monitoring assessment.  
SST Meeting #4 – review effectiveness of interventions. If student responds, continue and monitor or fade to Tier II and monitor. If student has made limited or no progress, modify the intensity or focus of the intervention.  
Parent Conference #4  
SST Meeting #5 – review effectiveness of interventions (graphed data). If student responds, continue and monitor or fade to Tier II and monitor. If gap continues to exist and interventions have had limited success, complete observations. | Continue with Problem Solving Worksheet Form - I  
Intervention Tracking Form – H/H2  
Documentation of Parent Conference Form - J  
Observations #2 Form - M/M2 | | | |

<table>
<thead>
<tr>
<th>REFERRAL</th>
<th>Procedure</th>
<th>Forms Needed – APPENDIX LETTER</th>
<th>Date Complete</th>
<th>Completed by:</th>
</tr>
</thead>
</table>
| *Complete request for Tier III Outcomes. Schedule final parent conference.  
* ESE Director/Designee has reviewed documentation.  
* Parent Consent  
*Give parents Procedural Safeguards | Complete Problem Solving Worksheet Form - I | | | |
1. Respect each person’s views and opinions.

2. Only one person at a time may speak so that all may be heard.

3. Focus on the need/s of the student, and what can be changed at school (ICE = Instruction, Curriculum, Environment).

4. Only refer to the student during the meeting and not the names of other students (Confidentiality).

5. Be considerate of the time allotted. Please be considerate by turning cell phones to vibrate so we can remain focused.

6. All members/attendees are asked to provide input.
Bradford County School District
Grade Level Team Meeting Notes

Student Name: ________________________________  DOB: ________________

Student ID: _____________________________  Meeting Date: _________________________

Reason for Meeting:

☐ Initial SST Request  ☐ Intervention Assistance  ☐ Follow Up  ☐ Other

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

In Attendance/Roles

_________________________________________  _______________________________________

_________________________________________  _______________________________________

_________________________________________  _______________________________________

_________________________________________  _______________________________________
BRADFORD COUNTY SCHOOL DISTRICT  
MTSS – TIER I GLT Data Summary

Subject ______________     Date: __________   Grade _____

<table>
<thead>
<tr>
<th>MEETING ATTENDEES</th>
<th>POSITION</th>
<th>MEETING ATTENDEES</th>
<th>POSITION</th>
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Grade level strengths:

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</table>

TARGET SKILL: Percentage of students proficient level based on benchmark/standard    DATA SOURCE

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GOAL: Percentage of students proficient level based on benchmark/standard    (Working toward 80%)

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STRATEGIES SELECTED FOR IMPLEMENTATION (TIER I)

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</table>

ACTION PLAN LOGISTICS FOR IMPLEMENTATION OF STRATEGIES SELECTED

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT</th>
<th>TIMELINE</th>
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</table>

Next Meeting/Review Date ________________________

BCSD MTSS FORM G                    (May use other grade-level progress monitoring data review documents)
<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Plan/Activity</th>
<th>Monday</th>
<th>Student Names</th>
<th>T</th>
<th>F</th>
<th>T</th>
<th>F</th>
<th>T</th>
<th>F</th>
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<th>F</th>
<th>Total # of Minutes</th>
<th>Assessment</th>
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<tr>
<td>Other Focus</td>
<td>Reading Focus</td>
<td>Math Focus</td>
<td>Behavior Focus</td>
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<tr>
<td>(Create your own key. For example: LI = Letter Identification)</td>
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<tr>
<td><strong>T = Time</strong></td>
<td><strong>PA = Phonemic Awareness</strong></td>
<td><strong>G = Geometry</strong></td>
<td><strong>AS = Attention Seeking</strong></td>
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<td>(# of minutes)</td>
<td><strong>Ph = Phonics</strong></td>
<td><strong>M = Measurement</strong></td>
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<tr>
<td><strong>F = Focus</strong></td>
<td><strong>Fl = Fluency</strong></td>
<td><strong>PR = Patterns/relationships</strong></td>
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<td></td>
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<tr>
<td></td>
<td><strong>V = Vocabulary</strong></td>
<td><strong>O = Operations</strong></td>
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<tr>
<td></td>
<td><strong>C = Comprehension</strong></td>
<td><strong>N = Number sense</strong></td>
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<td></td>
<td></td>
<td><strong>A = Algebra</strong></td>
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<td><strong>DS = Data &amp; Statistics</strong></td>
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<td><strong>PR = Probability</strong></td>
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</tr>
</tbody>
</table>
**INTERVENTION DOCUMENTATION WORKSHEET – INDIVIDUAL**

**Student Name ____________________________**  
**School ________________________________**  
**Homeroom Teacher __________________________**  
**TIER _______**

**Intervention:**

**Interventionist:**

**Progress monitoring tool:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Plan/Activity</th>
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<tbody>
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<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>Total # Minutes</th>
<th>Assessment Score</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>T</td>
<td>F</td>
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<td>WEEK 2</td>
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<td>WEEK 3</td>
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</tr>
</tbody>
</table>

**READING FOCUS**

- L = Language
- PA = Phonemic Awareness
- Ph = Phonics
- Fl = Fluency
- V = Vocabulary
- C = Comprehension

**MATH FOCUS**

- DP = Data & probability
- G = Geometry
- M = Measurement
- PR = Patterns/relationships
- O = Operations
- N = Number sense
- A = Algebra
- DS = Data & Statistics
- PR = Probability

**BEHAVIOR FOCUS**

- AS = Attention Seeking
- TA = Task Avoidance

**Other Focus**

(Check your own key. For example: LI = Letter Identification)

**T = Time**  
(# of minutes)

**F = Focus**

---

BCSD MTSS FORM H2
BRADFORD COUNTY SCHOOL DISTRICT
Problem-Solving
MTSS Worksheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Student</th>
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<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Teacher</th>
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General description of concern:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

STEP I – Problem Identification: What is the problem?

1. What is the benchmark/expected level of performance? ________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2. What is the student’s current level of performance? (Be sure to include data that directly
assesses the target skill you want the student to perform.) ________________________________
__________________________________________________________________________________
__________________________________________________________________________________

3. What is the peer level of performance? _____________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

4. What percentage of students in the classroom demonstrate this discrepancy?
__________________________________________________________________________________

5. Gap Analysis:
   Benchmark ÷ Student=
   Benchmark ÷ Peer =
   Peer ÷ Student =

6. What is the replacement behavior or target skill? (measurable, observable, reportable)
__________________________________________________________________________________

1. At what tier will this problem be addressed? (circle one) Tier 1, Tier 2, Tier 3
2. Do we have enough information to complete Problem Identification? _________________________
   If yes, go to Problem Analysis. If no, what information is still needed?
__________________________________________________________________________________

When will we meet again? ______________________________________________________________

BCSD MTSS FORM I
**STEP II: Problem Analysis: Why is it occurring?**

Replacement behavior or target skill (from #6, Section 1: Problem Identification)

Based on available data (gathered through review, interview, observation, testing), why do you think the replacement behavior is not occurring and what is the predicted result of actions you might take?

Below, record each hypothesis for why the replacement behavior is not occurring along with its matched prediction statement. Provide any data used to validate or refute each hypothesis, and circle Yes to indicate that the data supported the hypothesis or No to indicate that it did not.

<table>
<thead>
<tr>
<th>Hypothesis Prediction Statement</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><em>(What are the most likely reasons this problem is occurring? – address potential domains of instruction, curriculum, educational environment, learner)</em></td>
<td><em>(Based upon what we’ve learned, what could be changed about the instruction, curriculum, and/or environment in order to enable the student to learn?)</em></td>
</tr>
<tr>
<td>“The problem is occurring because_______. “If _______ would occur, then the problem would be reduced.”</td>
<td></td>
</tr>
</tbody>
</table>

**Hypothesis 1:**  
Prediction Statement 1:  
Relevant Data:  
Validated Yes/No

**Hypothesis 2:**  
Prediction Statement 2:  
Relevant Data:  
Validated Yes/No

**Hypothesis 3:**  
Prediction Statement 3:  
Relevant Data:  
Validated Yes/No

**Hypothesis 4:**  
Prediction Statement 4:  
Relevant Data:  
Validated Yes/No

Do we have enough information to complete Problem Analysis?  
If yes, go to Intervention Implementation  
If no, what information is still needed?  
When will we meet again?  

BCSD MTSS FORM I
Step IV – Response to Instruction/Intervention: Is the plan working?

Attach graphed data for each review date: Review Date: Is the response to instruction/intervention Positive ___, Questionable ___, or Poor ___?

1. If Positive:
   Continue current instructional supports.
   Adjust goal upward.
   Fade supports.

   Comments/Actions: ____________________________________________________________

2. If Poor:
   Was intervention/instruction implemented as planned? Yes___ No____
   If no, what strategies will be utilized to increase implementation?
   If yes, was instruction/intervention aligned with the verified hypothesis, or is there other aligned instruction/intervention to consider?
   Are there other hypotheses to consider?
   Was the problem identified correctly?

   Comments/Actions:
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

3. If Questionable:
   Was intervention/instruction implemented as planned? Yes__ No__
   If no, what strategies will be utilized to increase implementation?

   Comments/Actions: ________________________________________________________
Step III: Intervention Implementation: What are we going to do about it? Comprehensive Intervention Plan Worksheet

Who is the intervention plan being developed for? ____________________________________________________________

What is the replacement behavior/target skill? ________________________________________________________________

What is the expected level of performance? _________________________________________________________________

What is the current level of performance? __________________________________________________________________

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<tbody>
<tr>
<td>Who is responsible?</td>
<td>Who is responsible?</td>
<td>Who is responsible?</td>
<td>Who is responsible?</td>
<td>Who is responsible?</td>
</tr>
<tr>
<td>What will be done?</td>
<td>What will be done?</td>
<td>What will be done?</td>
<td>What will be done?</td>
<td>What data will be collected and how often?</td>
</tr>
<tr>
<td>When will it occur?</td>
<td>When will it occur?</td>
<td>When will it occur?</td>
<td>When will it occur?</td>
<td>How will we decide if the plan is effective?</td>
</tr>
<tr>
<td>Where will it occur?</td>
<td>Where will it occur?</td>
<td></td>
<td>How will data be shared?</td>
<td></td>
</tr>
</tbody>
</table>

Interventionist’s Signature____________________________________________________   Review Date ______________________________

Support Team Staff_________________________________________   Support Team Staff _________________________________________

Parent(s)____________________________________________________________________________________________________________

BCSD MTSS FORM I 28  PAGE 4 OF 4
Bradford County School District
Parent Notification and Invitation Letter

Dear Parent or Guardian,

We consider you, the parent, to be a key member of the Student Success Team (SST). Your input is important and we encourage you to participate, as much as possible, in this process. This team is comprised of administrators, teachers, and other school personnel who are involved with your child’s learning. It is believed that this process will be helpful for your child.

The goal of the SST is to support individual student success by:

*Identifying* the learning needs of your child who is struggling with his/her academics and who may be at-risk of school failure.

*Determine* the plan that will support the academic, emotional, behavioral, and/or social support your child needs to succeed in school.

The area/s of concern: ___ Reading, ___ Math, ___ Writing, ___ Behavior, ___ Attendance

**Screening:** The team would like to gather more information by administering an individual screening. The screening may include vision, hearing, speech, language, behavior, cognitive or academic screening instruments.

A meeting has been scheduled on _____________ at _____________

Date Time

Parent- Please check one of the following and return form:

□ I will attend at the above date and time.
□ I wish to attend at another date _____________ or another time__________.
□ I am unable to attend, but please proceed without me.

If you have any questions regarding the Student Success Team process, please call:

_____________________________________________ ________________________________

SST Designee Phone number

Parent Signature Date

Check one:

_____ Letter sent to parent/guardian by U.S. Mail on __________________________

_____ Letter hand delivered to parent/guardian on ____________________________

Meeting for: ___ Tier II ___ Tier III

BCSD MTSS FORM K
**BRADFORD COUNTY PUBLIC SCHOOLS**  
**Tier II/Tier III**  
**MTSS - RECORD REVIEW**

**Date of review:** ____________________

<table>
<thead>
<tr>
<th><strong>Student Name</strong></th>
<th><strong>Grade</strong></th>
<th><strong>DOB</strong></th>
<th><strong>School Name</strong></th>
</tr>
</thead>
</table>

**Support Services History:**

<table>
<thead>
<tr>
<th><strong>Support Services</strong></th>
<th><strong>Reason(s)</strong></th>
<th><strong>Grade/School Year(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE</td>
<td></td>
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<tr>
<td>ESOL</td>
<td></td>
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<tr>
<td>Section 504</td>
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<td></td>
</tr>
</tbody>
</table>

**Review of Data:** Review the following data and summarize in the space provided. Check (✓) the “No” box to indicate if data were not available.

1. **Academic Data**
   - No data available
   - See attached

   **FAIR** Date tested: ____________  
   **Reading** Achievement Level ____________  
   **DSS** ____________  
   **FCAT Scores:**  
   - **Math**: Achievement Level ____________  
   - **DSS**: ____________  
   - **Writing**: Achievement Level ____________  
   - **Prompt Score**: ____________  
   - **Science**: Achievement Level ____________  
   - **DSS**: ____________  

   **NORM REFERENCE TEST**  
   - **Reading** Total % ____________  
   - **Math** Total % ____________  
   **PROGRESS MONITORING**  
   - **Reading** ____________  
   - **Math** ____________  
   **Science** ____________  

   Other diagnostic information (e.g., DAR, Study Island, Accelerated Math, FCAT Explorer, Florida Achieves, STAR, AIMSweb, etc.):

2. **Attendance History**
   - No data available
   - See attached

   **Record attendance data for past two years:**
   - **Year:** Absences: ____________  
   - **Tardies:** ____________  
   - **Year:** Absences: ____________  
   - **Tardies:** ____________  

   Attach copy of entry/withdrawal screen if mobility is a concern.

3. **Discipline Data**
   - See attached

   **Referrals:** ____________  
   - **# of Referrals:** ____________  
   - **# ISS referrals:** ____________  
   - **# OSS referrals:** ____________

4. **Family Information**
   - No data available
   - See attached

   **Developmental Information form completed?**  
   - Yes  
   - No  

   **Date:** ____________________

   See Social Developmental History Form ESE# 7 attached if applicable.

5. **Sensory Screenings**

   | **Vision** Date ____________  
   | **Passed** Yes  
   | **Failed** No  
   | **Glasses**:  
   | **Yes** Yes  
   | **No** No  

   | **Hearing** Date ____________  
   | **Passed** Yes  
   | **Failed** No  
   | **Hearing Aid**:  
   | **Yes** Yes  
   | **No** No  

   | **Speech** Date ____________  
   | **Passed** Yes  
   | **Failed** No  
   | **Enrolled**:  
   | **Yes** Yes  
   | **No** No  

   | **Language** Date ____________  
   | **Passed** Yes  
   | **Failed** No  
   | **Enrolled**:  
   | **Yes** Yes  
   | **No** No  

6. **Psychological Data**
   - Not applicable
   - See attached

   **Psychoeducational evaluation date:**

   Additional information (mental health diagnoses, therapy, hospitalizations, etc.):

7. **Medical Concerns**
   - No data available

   **(Physical health, allergies, medications, etc.)**

8. **Functional Behavior Assessment/Positive Behavior Intervention Plan**
   - Not applicable

   **FBA date(s):**

   **BIP date(s):**

---

**BCSD MTSS FORM L**
Bradford County School District
Observation Form

Student’s Name: ________________________________ Date of Birth: _____________ School: _______________________ Grade: ______

OBSERVATIONS: Please check those items frequently observed. Class activity should be centered on area of concern. Either Observer #1 and/or Observer #2 should also complete the Narrative Observation. Observations must be done by certified personnel, one of which can be the classroom teacher.

Observer ______________________ Position ______________________ Class Activity ______________________ Date _______________

Location of Observation (circle one): whole group, small group, independent work, other _______________________________________________________________

_______ Poor gross motor control       _______ Performs inconsistently from day to day
_______ Poor fine motor control       _______ Impulsive—talks out—difficulty waiting turn
_______ Slow to react to and follow directions       _______ Low frustration tolerance
_______ Reverses or confuses letters, numbers and words       _______ Difficulty completing assignments
_______ Frequently loses place when reading       _______ Poor judgment in social and interpersonal relations
_______ Difficulty staying on line when writing       _______ Constantly seeks attention, especially from adults
_______ Misinterprets verbal questions and directions       _______ Leads or joins other in inappropriate behavior
_______ Appears inattentive, easily distracted       _______ Withdrawn
_______ Poor understanding of vocabulary       _______ Short-attention span
_______ Difficulty following directions in sequence       _______ Engages in destructive and/or aggressive behavior
_______ Makes inappropriate responses to conversation and questions       _______ Cannot imitate sounds correctly
_______ Works one grade level (or more) below peers in an academic subject       _______ Difficulty expressing ideas
_______ Speech not fluent (e.g. stuttering)       _______ Vocal quality not appropriate (e.g. hoarse, nasal, strident pitch)
_______ Possible hearing problems (e.g. recurrent ear infections, tubes, allergies)       _______ Other speech related problems, describe:

NARRATIVE OBSERVATION: Observer/Position: _______________________________________/____________ Date: _______________

______________________________________________________________________________________________________________________________

Guiding questions for narrative:
1. During the observation, what was the student’s response to the classroom activity? Level of participation?
2. How was the student’s behavior similar to the other students in the classroom? How was the behavior different?
3. According to his/her classroom teacher, is the behavior being observed, consistent with the student’s daily performance? If not, how was it different?

BCSD MTSS FORM M
### BRADFORD COUNTY SCHOOL DISTRICT
### CLASSROOM OBSERVATION RECORD

<table>
<thead>
<tr>
<th>STUDENT ______________________________________</th>
<th>OBSERVER/TITLE __________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS/ACTIVITY_______________________TIME <em><strong><strong>:</strong></strong> TO</em>____:_____</td>
<td>SCHOOL__________________GRADE______ DATE________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREA</th>
<th>TYPICAL BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>PRODUCTIVE</strong></td>
</tr>
<tr>
<td></td>
<td><strong>WITHDRAWAL</strong></td>
</tr>
<tr>
<td></td>
<td><strong>DISTRACED</strong></td>
</tr>
<tr>
<td></td>
<td><strong>DISRUPTIVE</strong></td>
</tr>
<tr>
<td></td>
<td><strong>AGGRESSIVE</strong></td>
</tr>
</tbody>
</table>

#### TYPICAL BEHAVIORS

<table>
<thead>
<tr>
<th><strong>PRODUCTIVE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. works at seat</td>
</tr>
<tr>
<td>b. raises hand</td>
</tr>
<tr>
<td>c. complete work</td>
</tr>
<tr>
<td>d. attends to directions</td>
</tr>
<tr>
<td>e. brings materials</td>
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</tbody>
</table>

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<thead>
<tr>
<th><strong>WITHDRAWAL</strong></th>
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</thead>
<tbody>
<tr>
<td>a. sleeps</td>
</tr>
<tr>
<td>b. clings to adult</td>
</tr>
<tr>
<td>c. leaves group activities</td>
</tr>
<tr>
<td>d. works/plays by self</td>
</tr>
<tr>
<td>(inappropriate)</td>
</tr>
<tr>
<td>e. talks to self</td>
</tr>
<tr>
<td>f. limited expression of feeling</td>
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</table>

<table>
<thead>
<tr>
<th><strong>DISTRACED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. humming to self</td>
</tr>
<tr>
<td>b. fidgeting in seat</td>
</tr>
<tr>
<td>c. staring into space</td>
</tr>
<tr>
<td>d. doodling</td>
</tr>
<tr>
<td>e. constant questioning</td>
</tr>
<tr>
<td>f. wandering around room</td>
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<tr>
<th><strong>DISRUPTIVE</strong></th>
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</thead>
<tbody>
<tr>
<td>a. loud talk</td>
</tr>
<tr>
<td>b. making noises</td>
</tr>
<tr>
<td>c. talking out of turn</td>
</tr>
<tr>
<td>d. wandering in room</td>
</tr>
<tr>
<td>e. interacting with others</td>
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<tr>
<th><strong>AGGRESSIVE</strong></th>
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<tbody>
<tr>
<td><strong>VERBAL</strong></td>
</tr>
<tr>
<td>a. threatens</td>
</tr>
<tr>
<td>b. bores</td>
</tr>
<tr>
<td>c. argues</td>
</tr>
<tr>
<td>d. name calling</td>
</tr>
<tr>
<td>e. yelling</td>
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<thead>
<tr>
<th><strong>PHYSICAL</strong></th>
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<tbody>
<tr>
<td>a. hits</td>
</tr>
<tr>
<td>b. pushes</td>
</tr>
<tr>
<td>c. kicks</td>
</tr>
<tr>
<td>d. throwing</td>
</tr>
<tr>
<td>e.learned</td>
</tr>
<tr>
<td>f. taking things</td>
</tr>
<tr>
<td>g. tantrums</td>
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<thead>
<tr>
<th>STUDENT</th>
<th>1</th>
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</tbody>
</table>
Comparison of student’s behavior to remainder of class:

<table>
<thead>
<tr>
<th>Poor Academic</th>
<th>Appears on task, but makes incorrect responses, i.e.:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. reversals</td>
</tr>
<tr>
<td></td>
<td>b. comprehension errors</td>
</tr>
<tr>
<td></td>
<td>c. calculation errors</td>
</tr>
<tr>
<td></td>
<td>d. others</td>
</tr>
</tbody>
</table>
Bradford County School Board  
MTSS Fidelity Observation Form

Teacher: ___________________________ Observer: ___________________________

Subject: ___________________________ Date: ___________________________

Grade: ___________________________ Time: ___________________________

Teacher Location:
• Front of class (standing or sitting)
• Small group instruction (or individual... standing or sitting)
• Individual monitoring of students walking around
• At teacher desk (sitting)
• Other ___________________________

Teacher Activity:
• Large group instruction
• Small group instruction
• Monitoring student assignments
• Instruction using technology
• Grading papers
• On computer
• On phone
• Other ___________________________

Student Location:
• Conventional seating
• Small groups
• Activity centers including computers
• Playground
• Other ___________________________

Student Activity:
• Listening or questioning
• Reading
• Small group activity including computers
• Color sheets. Cross word puzzles
• Worksheets (Academic)
• Doing academic class work
• Tests
• Games
• Developmental Play
• Other ___________________________

Are the interventions being implemented as designed at the meeting?  YES _____  NO_______
If not, why?
________________________________________________________

Are there additional supports/resources that are needed?
________________________________________________________

Do you feel the intervention(s) is effective? Have you seen progress?
________________________________________________________

Is the frequency of the intervention implementation being recorded? YES_____  NO_______

Observations:
________________________________________________________

________________________________________________________

BCSD MTSS FORM N  OPTIONAL
Multi-Tiered Student Support—(MTSS)

The approach described in this brochure is called Multi-Tiered System of Support (MTSS). This is a way of organizing instruction that has two purposes:

1. To identify children needing help in reading, math, writing, and/or behavior and to prevent the development of serious learning problems;

2. To provide children who make limited progress, with additional support to increase their success.

If you have any questions about this information, please contact your child’s teacher or school administration.

Bradford County School District

501 West Washington Street
Starke FL 32091

Phone: 904.966.6032
Fax: 904.966.6826
E-mail: prevatt.lisa@mybradford.us

Understanding Multi-Tiered System of Support (MTSS)

The Bradford County School District is committed to ensuring that each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing. Teacher teams in your school use this process, called Multi-Tiered System of Support (MTSS). Look inside to see how this process can help your child.
How we determine who needs additional interventions

In the Bradford County School District, we review all students’ progress 3 times per year. Students’ achievement in reading is monitored especially carefully. Math, writing and behavior are also tracked.

In some cases, all students are given a short assessment. Other times, a team of professionals simply reviews existing academic, behavior, and attendance information. The teams use the data to decide which students are doing well in the standard classroom instruction, which students may need supplemental instruction, and which students may need more intensive instruction.

When students receive strategic small group or more individualized intensive instruction, we check their progress more frequently and determine whether the student needs to have a different kind of supplemental instruction. The key idea is to make changes when instruction is not working for a student.

The first step is to provide small group interventions for a student. If, after a period of instruction, there is still concern, we will then plan more intensive interventions. You will be invited to participate in this process.

When Students Continue to Have Difficulty

Parents frequently partner with the school to provide extra practice to develop skills. You can work with the school to increase the rate of success.

Parent Participation

Parents are essential to their child’s success in school. When a child needs supplemental instruction, we will describe that instruction to you. We will also ask you to tell us about anything you think might affect your child’s learning. For example, it is important for us to know why your child has missed a lot of school, experienced a trauma, or is having problems with friends at school. These types of problems may affect a student’s progress, and if we know about them, we can design an intervention more effectively.

The school will tell you whether your child begins to make sufficient progress, or if your child has continued difficulty. If you and the school have tried all appropriate interventions under the MTSS process and progress is still limited, you may be asked to give your consent for an evaluation. The purpose of such an evaluation is to determine your child’s educational needs.
References and Resources


IDEA 2004: Individuals with Disabilities Education Improvement Act of 2004 (Public Law 108-446).


Progress Monitoring/CBM Tools for Academics:

- CBMNow: www.cbmnow.com
  - CBMs in reading, writing, mathematics and spelling
- DIBELS: http://dibels.uoregon.edu
  - Reading CBMs
- National Center on Student Progress Monitoring: www.studentprogress.org
  - Review of CBMs in reading, writing and math
- Research Institute on Progress Monitoring: www.progressmonitoring.org
- Dr. Jerome Tindal- University of Oregon: http://www.easyCBM.com
  - Expert in Special Education and currently is the Castle-McIntosh-Knight Endowed Professor of Education. Dr. Tindal is the Area Head of Educational Leadership and the Director of Behavioral Research and Teaching- This site Provides technical assistance to districts and proven monitoring practices.

RTI Procedures:

- Florida Response to Intervention/Problem Solving Model Project (RTI/PSM): www.floridarti.usf.edu
  - Information on all aspects of RTI/PSM in Florida, has helpful links
- IRIS Center’s RTI Module http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm
  - RTI training module – simplified overview
- National Research Center on Learning Disabilities: www.nrcld.org
  - RTI resources
- Office of Special Education Programs Ideas that Work Toolkit: www.osepidesthatwork.org/toolkit/ta_responsiveness_intervention.asp
  - Model RTI Policies and Procedures
  - Succinct overview for parents
- The National Center on Response to Intervention: www.rit4success.org
  - National Advisory Committee partners with national organizations regarding RTI topics and research
- Research Institute on Progress Monitoring: www.progressmonitoring.org
  - Provides technical assistance to districts and proven monitoring practices

Speech-Language Pathologist Roles:


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Online Resources

Reading, Writing, Math:

- Reading Rockets: www.readingrockets.org/
  - Reading and writing resources
- Intervention Central: www.interventioncentral.org/
  - Reading, math and behavior interventions, CBM probes and mastery measures
- Center for Early Literacy Learning (CELL): www.earlyliteracylearning.org
  - Uses a tiered model to promote literacy and language development in children 0 – 5 years old.
- Consortium on Reading Excellence (CORE): www.corelearn.com
  - Resources for evidence-based reading interventions
- Put Reading First, National Reading Panel Report: www.nifl.gov/partnership/publications/reading_first.html
  - Describes findings, practitioner-oriented, includes evidence-based reading activities for the 5 big areas of reading
- Center on Instruction: http://centerforinstruction.org
  - Evidence-based math interventions (click on math)

Behavior:

- Positive Behavior Support for School Staff: www.modelprogram.com
  - Free downloads directed at building school wide positive behavior support
- Schoolwide Information System for Behavior Problems: www.swis.org/
  - Management program for data regarding location, frequency, function of behavior
- Center for Effective Collaboration and Practice: http://cecp.air.org/fba/
  - Behavior interventions
- Florida’s Positive Behavior Support Project: http://flpbs.fmhi.usf.edu
  - Resources and evaluation tools for PBS
- Center for Evidence-Based Practices to Improve Social Emotional Development of Young Children: www.challengingbehavior.org
  - Coordinates CSEFEL working on Tier 1 & 2 and OSEP working on Tier 2 & 3 interventions

English Language Learners (ELLs):

  - A project that targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.
- RTI Action Network – RTI in reading for ELLs: www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage
  - Recommendations for teaching reading to ELLs


Adapted from Using Response to Intervention (RTI) for Washington’s Students, a publication by the Special Education, Office of Superintendent of Public Instruction (OSPI) and developed under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) federal grant. Retrieveable at www.k12.wa.us/CurriculumInstruct/pubdocs/RTI.pdf